

Falcon Heights Elementary School

2021-2022

Family Handbook



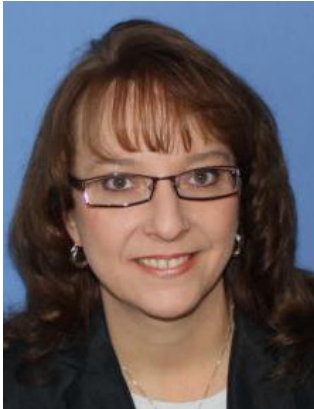
Falcon Heights Elementary
A Roseville Area School

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Letter from the Principal

Welcome to Falcon Heights Elementary School! This handbook has been created for students, teachers, parents and community members, to understand how our school community is structured. It will also clarify the rules and expectations that drive exemplary instruction, and promote unlimited learning opportunities for students.



Falcon Heights is a neighborhood school with a commitment to provide a quality education for all children. One of our greatest strengths is our parent/family/community involvement. All of you are invited to become involved in your child's education and school experience by asking your child about school and reading to and with them, supporting classroom teachers, volunteering in a number of ways, and participating in school activities. Together we can do so much to positively impact a child's life.

Please take time to read the entire handbook. Our community thrives as students, parents, teachers and community member's work together to support and celebrate student

achievement.

I look forward to working together with you this year. Thank you for being a part of our wonderful school and the magnificent things we will accomplish here together at Falcon Heights Elementary. Feel free to contact me or stop by to connect. If you would like more information about our school or have questions, I can be reached at 651-646-0021.

Sincerely,

A handwritten signature in cursive script that reads "Beth Behnke".

Beth Behnke
Principal



Roseville Area Schools Strategic Plan

OUR MISSION

*Quality Teaching and Learning for All...
Equity in All We Do*

OUR EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, physical appearance.

OUR COMMITMENT

Roseville Area Schools, working in partnership with all families and the community, is a learning organization of engaged, motivated, and high achieving lifelong learners.

We will achieve our mission when:

- All students are ready for kindergarten.
- All students read well by third grade.
- All achievement gaps are closed.
- All students are ready for career and college by graduation.
- All students graduate.

CORE VALUES

Equity
Responsibility
Integrity
Respect
Compassion
Commitment
Sense of Belonging
Curiosity

FOCUS AREAS

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and prekindergarten learners.
- Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
- Strengthen support for the social and emotional development of students.
- Expand support for college and career readiness.
- Secure and manage resources to provide a quality education and improve facilities.

General Information

Falcon Heights is part of the Roseville Area Public Schools, which provides the curriculum, transportation system, and many of the general policies utilized at the school. The Roseville School Board, consisting of six elected officials, is the policy making body of the district. The superintendent of schools, Dr. Jenny Loeck, is appointed by the board of education and administers board policies.

ENTRANCE REQUIREMENTS

Birth Certificates

Birth certificates are required for enrollment into kindergarten. Children need to be 5 years old on or before September 1 in order to enroll in the kindergarten program.

Immunizations

All students enrolling in a Minnesota school need to file an official Certificate of Immunization with the school nurse. This certificate may be secured from local physicians or the county health department.

State Mandated Immunizations for School Attendance

The minimum accepted age for measles immunization is 12 months; a second MMR is required before entering kindergarten.

Records submitted from parents, physician, clinic must indicate day, month, year of each immunization for the following: For students 6 years of age or younger, a) measles, mumps and rubella vaccine, b) five doses of DTP vaccine, unless the fourth dose was given after the 4th birthday then four doses are minimum, c) four doses of polio vaccine, unless the third dose was

MISSION STATEMENT

A neighborhood school where personal excellence is nurtured in an inclusive and caring community.

2021-2022 SCHOOL GOALS

Achievement

Through the development and implementation of systemic strategies, the percentage of students in grades 3-6 who meet or exceed proficiency on their 2022 MCA math and reading tests will be at 75%.

Equity

The percentage of students of color referred for discipline issues will decrease as compared to white students. The goal area will be measured by end of the year discipline data.

SCHOOL DISTRICT ADMINISTRATION

Dr. Jenny Loeck	Superintendent of Schools	651-628-6452
Melissa Sonnek	Assistant Superintendent	651-724-6462
Dr. Niceta Thomas	Director of Student Services	651-635-1608
Cyndi Arneson	Director of Community Education	651-604-3760
Shari Thompson	Director of Business and Operations	651-635-1615

given after the 4th birthday, then three doses are minimum. For students 7 years of age and older, a) measles, mumps and rubella vaccine, b) three doses of both TD (or DTP/DT and polio vaccine (the major change in this subdivision will affect new enrollees less than 7 years; all older students should be compliance under the current law), c) a booster of TD after age 11 unless after five years previous to 11 years of age.

Records submitted from physicians, public clinics or parents/guardians must include the month, day and year of each immunization received.

The Minnesota Department of Health requires Hepatitis B vaccination for all 10-14 year olds who have not received it at a younger age. The Hepatitis B series consists of three shots given within a six-month period. It is available at most doctor's offices and at the Ramsey County walk-in immunization clinics. For more information, call 651-266-2400 or 651-266-1254.

Students in kindergarten and 7th grades will need to show proof they are vaccinated against chickenpox (varicella) or have had the disease.

If you are conscientiously opposed to your child receiving these required immunizations, you may complete a notarized statement on the Pupil Health Immunization Record, which is available in our health office.

CITIZENSHIP AND BEHAVIOR MANAGEMENT PROGRAM

Falcon Heights Elementary School is aligning itself with the beliefs and practices that are associated with an approach identified as "Responsive Classroom" and "Love and Logic." The main components of this approach include: morning meetings, teaching students to follow the Falcon 4 - Be Respectful, Responsible, Safe and Belong (i.e., expectations, routines,

When You Have Questions About:		
Transportation/Bus	Jim Monroe	651-635-1609
Bus is Late	Centerline Bus Company	651-482-1749
General Information	Louise Portuese/ Jill Keenan	651-646-0021
Health Concerns	Alaina Bohl/Angie McCoy	651-724-6556
Attendance	Angie McCoy	651-646-0816
Breakfast/Lunch Program	Jeremy Ennis	651-646-0021
Enrollment	District Office	651-635-1600
Friendship Connection	Marianna Morgan	651-641-0032
Classroom/Curriculum	Your child's teacher	651-646-0021

consequences, and restituting mistakes), using the democratic approach in managing the classroom, offering students choice in their day, and communicating with families.

STUDENT CHEMICAL USE

Students shall not possess, use, or distribute alcohol, tobacco or other illegal drugs while on school grounds or in school-sponsored programs and activities. Such behavior is illegal as well as harmful to the student. Violations will result in any of the following consequences, depending on their frequency and the severity of the offense:

- Parent notification
- Parent conference
- Suspension under Pupil Fair Dismissal Act
- Police notification or referral for prosecution
- Referral to counselor, social worker, or other resource
- Expulsion under Pupil Fair Dismissal Act

DRUG-FREE ENVIRONMENT

The use of tobacco, alcohol and chemical use is strictly prohibited on school grounds. This includes all activities before, during and after school for all students, siblings, parents and staff.

FIGHTING

Fighting is a mutual physical conflict in which both parties contribute to the situation by verbal and/or physical action. This includes "play fighting," which frequently leads to real fighting. We are teaching all students that violence is not an acceptable way of dealing with anger and frustration.

All children need to know how to deal with anger. To use physical violence when someone disagrees with us, teases us, takes something that belongs to us, or hits us first is unacceptable. If those things happen, students are encouraged to follow the conflict resolution steps. If this does not result in a solution, the student should know how to safely remove him/herself from the problem and report it immediately to the supervisor. Children need to know how to protect themselves when someone is trying to hurt them not how to hurt that person in retaliation. In other words, "punching back" will not be an acceptable excuse for fighting with another student.

HAZING

Hazing is committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. No student, teacher administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, engage, permit, condone or tolerate hazing. This applies to behavior that occurs on or off school property during or after school hours. We do have very high expectations for all of our students. We know that it is harder for some students to meet our expectations than others, but we cannot ignore behavior that is dangerous to others. In these cases, licensed support staff will be called upon to intervene. Copies of the School Board Policy, Student Discipline, and the Pupil Fair Dismissal Act of 2001 are available online at isd623.org.

SEXUAL, RACIAL, AND RELIGIOUS HARASSMENT & VIOLENCE

It is the policy of Roseville Area Schools to maintain learning and working environment that is free from sexual, racial and religious harassment and violence. A copy of the entire policy can be obtained in the school office.

WEAPONS

Students who bring a weapon or look a like weapon to school may face immediate suspension and possible expulsion. This includes pocket-knives. Please help your child understand that under no circumstances should a weapon be carried to school. Threats (verbal or written) to bring a weapon or to do harm to another person are also taken very seriously and can result in significant consequences.

DRESS

Appropriate dress will include:

- Must wear shoes at all times (for safety).
- Shorts and skirts must be at least mid-thigh.
- Must wear tennis shoes to PE.
- Tops must cover midriff.
- Shirts with derogatory or offensive language and images shall be considered improper.
- Clothing with alcohol, tobacco or drug statements are not allowed.

Students are to wear the following clothing items during the winter months: warm jacket, snow pants, hat, boots and gloves/mittens.

NON-SCHOOL ITEMS

Students can be responsible by coming to school ready to learn and by bringing belongings that are only used for learning. That would mean students wouldn't bring electronics, toys, trading cards or other such items. Cell phones are to be switched off while on the bus or at school. If a family needs to contact their child, they should call school. Students may use their cell phones if they have permission from a staff member. If a student uses a cell phone inappropriately, it will be confiscated and kept until an adult from the family claims it. We will not accept responsibility for damage or loss of these items. Students may roller blade, skateboard, bike or ride scooters to and from school with their families' permission. These items are to be stored at the outdoor bike racks. Students are encouraged to lock these items to the bike rack and wear appropriate safety gear (e.g., helmets). Neither the school nor the district assumes liability for such items.

ARRIVAL AND DEPARTURE PROCEDURES

Most students at Falcon Heights arrive by bus. Students arriving by car should use the driveway on the east side of the building. *Use of the driveway in front of the school is reserved for buses only.* The school doors open at 8:50 a.m. and classes start at 8:55 a.m. Students arriving after 8:55 a.m. need to stop by the office for an "I'm Here" slip before going to class. A note explaining the tardiness needs to be given to the teacher.

It is very important that cars not be left parked in the fire lanes next to the sidewalks in the front of the school. These are congested areas, and room needs to be left open for emergency vehicles as well as for delivery trucks, school buses, etc. *Please do not use the driveway in front of the building during arrival or dismissal time.*

Families who need to pick up their children at the close of the school day should send the classroom teacher a note in the morning requesting that their child be dismissed with "walkers and car riders." These children are picked up in the car-pool line at the east entrance of the school utilizing the side driveway. Students will exit the building at the door on the east side of the school. We want to continue our safe record and remain vigilant about our dismissal practices. It is extremely important that all adults model safe practices around potential dangerous areas such as our bus and parking lot areas. We want to stop parents coming onto the school sidewalk, gathering up their child(ren) and then walking between the buses to return to their cars. We also want to stop children from running in the east parking lot to waiting parents, crossing Garden without an adult or getting picked up in our crowded west parking lot. Finally, we

also want to have efficient system for families to pickup their children. What follows are our after school pickup procedures:

Pickup Option #1:

- As you enter our east driveway, proceed to the entryway.
- Please stay in your vehicle, a school patrol will open your passenger door and your child(ren) may then enter. The patrol will close the vehicle door.
- Once your child(ren) are safe inside, you are then to depart the parking lot.
- If you reach the entry way and your child is not present, please move forward with the line of cars and re-circle the parking lot or park your vehicle in the lot and walk to the entryway to pickup your child.
- Do not form two lanes of traffic.
- Do not pull around a car once your child(ren) are picked up. Stay in line and move as the cars ahead of you move.

Pickup Option #2

- Families who wish to park along the south side on Garden, are to leave their car, walk to our school sign, and pickup their children) from the patrol on duty.
- Children will not be allowed to go past the school sign without an adult.

Children who live north of Larpenteur, south of Roselawn, east of Snelling, and west of Hamline are able to walk to school. The same is true for children who live north of Larpenteur, east of Hamline, south of Roselawn, and west of Lexington. School patrols may escort these children to school along

the walker lines. Please call school for details. If you live outside of these boundaries and wish to have your child walk to school, written permission is required and needs be turned into the principal's office before your child begins to walk to or from school. We appreciate your cooperation.

RELEASE PROCEDURES

According to Roseville School Board's policy, no student shall be authorized to leave school building or grounds during school hours without approval of parents/guardians and the principal or his/her delegated agent. On occasion, parents come to school to take their child to a scheduled appointment. We request that in each case, parents come to the office to sign their child "out." With this in mind, our procedures are as follows:

- If your child is to leave school during the day, we ask that you send a note with your child to your child's teacher, stop in the office to sign your child out, and have your child called down to meet you.
- If your child is to walk home at the end of the day, we ask that you send a note to your child's teacher.
- People who sign a child out and are unknown by staff will be asked to show picture identification.
- A note or phone call will be required to release a child with anyone other than a parent/guardian.
- All individuals who go beyond the office will sign in and wear an identification tag. Unknown people in the building will be directed and escorted to the office.
- All outside doors will be locked when students are in attendance with the exception of the main entry.

- If your child is to go home any other way than he/she normally goes home, i.e., parent pick up, go home with another child, etc. a note should be sent with your child to school.

If you would like to arrange for additional safety measures, you are asked to provide the school with a list of names of people who have the exclusive right to take your child from school. However, if there is a separation or divorce situation and your intent is to restrict parental access, a copy of the restraining order must be on file at school.

ABSENCES

Compulsory School Attendance Law: All children between the ages of 7-18, plus 5 and 6 years olds if enrolled, must attend school everyday on time unless lawfully excused by the school. A typical elementary age student is absent about seven days/school year. The following are some definitions that relate to this law:

- **Unexcused Out-Of-Building Tardy:** A student who is not in the school building at the official start time (8:55 a.m.). Reasons may include, but limited to, oversleeping or personal transportation issues.
- **Excused Tardy:** A student who is not in the school building at the official start times due to reasons that are excused. Reasons may include, but not limited to, illness, medical appointments (a doctor's note is required), up to three hours/week of religious instruction, and late bus.
- **In-Building Tardy:** A student who is in the school building but not in his/her designated area at the designated time. In-building tardies are to be handled by the teacher with any assistance s/he deems appropriate.

- **Lawful School Absences:** Include sickness, medical appointments, recognized religious holiday, government mandate, attending a Roseville Area High School state playoff event, attending “Take Your Child to Work Day,” conditions that render school attendance impossible due to hazardous health or safety issues and other extreme family emergency all as reported by an adult family member.
- **Invalid School Excuses:** May include babysitting, being too tired, travel, vacations, being needed at home, weather, transportation issues, bus suspension, oversleeping and insufficient immunizations.
- **Unapproved Absences:** Absences that the school determines to be invalid and therefore unexcused.
- **Unverified Absences:** Absences unreported to school by parents.

Please call school at 651-646-0816 to report your child absent. Please call and leave a message on voicemail, or you may also visit our webpage and report your absence at isd623.org. Also, for each day missed a note explaining the absence needs to be brought to school on the following day and given to the classroom teacher.

For a student to be dismissed early, the parent or guardian is asked to send a note to the teacher explaining the request. The parent needs to come, in person, to the school office to sign out their child. Students will be released only to those persons listed as an emergency contact.

CALLS OR DELIVERING ITEMS TO THE CLASSROOM

At times a parent will call the school and request to talk with their child or ask to deliver forgotten materials to

KARE TV 11	Continuous TV listing, email alert process available at kare11.com .
KSTP TV 5	Continuous TV listing, district information available at kstp.com .
WCCO TV 4	Continuous TV listing, email alert process available at channel4000.com .
WCCO Radio 830 AM	Closings read often during the early morning program.
KMSP TV 9	Continuous TV listing.

their child’s classroom. We ask that unless it is an emergency, parents leave a message or items with the office staff to be given to the student or teacher to reduce the number of instructional interruptions.

CALLS TO CHANGE A STUDENT’S ROUTINE OF GOING HOME

Calls should be received in the school office no later than 2:30 p.m. to ensure there is time to notify the student of the change.

EMERGENCY SCHOOL CLOSING

In the event of severe weather or mechanical breakdown, the starting time of Falcon Heights may be delayed or the entire school system may be closed. Official announcements will be made between 6 and 7:30 a.m. using many local television and radio stations to provide this information. If no report is heard, school will be in session. The same conditions may also necessitate early dismissal. Please do not call the school. Telephone lines need to be kept open for emergencies. In addition to the media resources listed above, notifications of school closings will be sent out to all families via email as well as posted on the district homepage, Facebook, and Twitter.

EMERGENCY DRILLS & PREPAREDNESS

Announced and unannounced fire drills, lockdown practice, evacuation, and tornado drills will occur throughout the school year. The drill practice is necessary to ensure the safety of everyone in the event of a real emergency. We are required by the state to conduct five fire drills, five lockdown practices, and one tornado drill. We will also practice one evacuation drill to our evacuation site – Falcon Heights United Church of Christ.

Roseville Area Schools continuously work to prepare students and staff for emergencies. Our goal is to prepare our staff and students to properly react to the various types of incidents that could occur.

INSIDE RECESS PROCEDURE

Generally, when the temperature at noon recess time is below 0° Fahrenheit, or the wind chill is -17° Fahrenheit (or colder) students will remain indoors. Rain or sloppy playground conditions may also necessitate an “inside” recess.

TRANSPORTATION

Bus service at Falcon Heights is handled directly by the Transportation

Department of the Roseville Area Schools. Questions or problems regarding school transportation should be directed to this department at 651-635-1609 or you may wish to call Centerline Charter Corp. at 651-482-1794.

School transportation is offered to Roseville Area Schools students who live more than 1/2 mile from their assigned school or who live in an area where walking is hazardous. School transportation is a privilege extended by the board of education; it is not a right. All students are required to obey bus conduct rules posted in each bus. These rules are to protect the safety and well being of all students. Failure to observe these rules can result in suspension of bus privileges.

We ask that you do not use the buses to transport children for parties, meetings or other get-togethers. We can at times accommodate one child, however, putting groups of children on buses for social events is very difficult. If your child needs to ride a different bus, please call the office to determine if there is room for your child. If there is, we will ask you to send a note authorizing your child to ride a different bus. Students will not be allowed to ride a different bus without a note from a parent and approval by someone in the office, bus supervisor, or principal.

Adults may get on a bus only when the principal or district transportation staff has granted prior approval. Example of when this might occur is when family members attend field trips. The main reason to restrict family members from riding on buses is to ensure the safety and protection of the children on the bus. We require background checks of all staff. Most parents who ride the bus for special circumstances have not had a background check. In addition, a parent is not an employee of the school district, and has no authority to discipline a student on the bus that is

not their child.

Bus Stop

For safety reasons students are requested to observe the following procedures at the bus stop (loading and unloading area on the route):

1. Students should be at the assigned bus stop only five minutes before the scheduled arrival of the bus.
2. When waiting for the bus, students need to stay off the main surface of the roadway. Give the bus room to stop.
3. Students should line up in an orderly fashion and wait for the bus to come to a complete stop before boarding. Do not crowd or push.
4. Students should use the handrail when boarding the bus.
5. Mount the steps one at a time.
6. Avoid walking on private property. Have special regard for lawns, flowers, trees and shrubs.
7. The student day begins when the student enters the bus and lasts until the student exits the bus after-school. The safety and behavior of your child is your responsibility before they enter the bus in the morning and after they exit in the afternoon. If a problem occurs with your child at the bus stop these are some things that you might consider in order to resolve it:
 - Try to understand both sides of the dispute, and then help those involved agree to a solution.
 - If needed, involve the other families in resolving the problem.
 - In the case of a physical assault or destruction of property, you may want to contact the police.

Please spend some time teaching these procedures to your child/children.

Bus Expectations

Safety on the bus is a priority for Falcon Heights. Please review these expectations with your child/ren.

- Use level 2-3 voices.
- Have appropriate conversations.
- Follow driver and patrol directions.
- Treat bus with care.
- Food and drink stays in your backpack.
- Have permission to ride another bus.
- Stay in safe areas.
- Keep your body and belongings to yourself and inside the bus.
- Keep aisle clear.
- Sit facing forward.
- Allow others to sit with you.
- Treat others with care.

Bus Behavior

Bus drivers are in frequent contact with the school personnel about behavior on the bus. If the driver reports that a child has misbehaved on the bus, these consequences are Roseville Area Schools' policy:

- 1st violation: The student will be issued a warning. If however, the offense is willful vandalism or destructive behavior, bus privileges will be suspended immediately.
- 2nd violation: Removal of bus riding privileges for up to five days.
- 3rd violation: Removal of bus riding privileges for five days or longer, depending upon the seriousness of the violation.

LUNCH AND BREAKFAST PROGRAM

School Meals

All meals (breakfast, lunch, and after school super snack) are available at no cost to families for the 2021 - 2022 school year. Families are still encouraged to fill out the Application for Educational Benefits (<https://frapp.isd623.org/>) each year.

Menu Choices

All menu items including photos, descriptions, ingredients, allergens, and nutritional information can be found at RosevilleNutrition.com. Meals include a variety of fruits, vegetables, whole grains, lean proteins, and low fat dairy. All meals and snacks meet the dietary guidelines the USDA school nutrition programs. Special meal accommodations can be made with a Special Diet Statement signed by a medical provider.

If you have questions regarding your child's lunch account, please contact Mary Jensen at 651-724-6200 or mary.jensen@isd623.org.

Free and Reduced Meals

Families are encouraged to submit an application for free or reduced priced meals. These not only provide meal benefits to students but can also help Brimhall get crucial funding. Applications are mailed to families in August and are also available online at www.RosevilleNutrition.com. Families who qualified for free or reduced benefits in the past must complete an application each school year to receive benefits. For more information or to apply go to: www.RosevilleNutrition.com.

CAFETERIA

Breakfast service runs 8:40 – 8:55 a.m. and class scheduled lunch service between 11:30 a.m. – 1:10 p.m. A new

class is scheduled to enter the lunch serving line approximately every three minutes. In order to facilitate a schedule this precise, it is important that payment and serving be handled as smoothly as possible.

Questions concerning free and reduced lunches should be directed to Food Services Supervisor, 651-635-1619.

ALLERGIES

If your child has a serious allergy this needs to be reported to the Health Office and classroom teacher. Accommodations will be made as needed to keep your child safe including a peanut/nut free zone in the cafeteria if needed. Also, your classroom teacher will inform classmates as necessary to keep students safe.

Latex-Reduced Environments

Roseville Area Schools is committed to providing learning and work environments that are healthy and safe for all students and staff. To this end, all district schools and instructional support facilities have been designated as latex-reduced environments. The following guidelines are in place at all district schools and instructional support facilities:

- Latex balloons are restricted from Roseville Area Schools for the protection of students and staff who have latex allergies. They contain large amounts of latex residue and, therefore, carry the most danger for allergic reactions.
- Latex products of all kinds have been removed from health offices.
- The district will make every effort to order latex-free products (natural rubber products). In areas such as Science classrooms, latex equipment may still be in use because latex free alternatives are unavailable.

If a student has a known latex allergy, latex will not be used in that classroom.

We continue to develop awareness of other latex products that are being used in our schools. We either replace them with latex free alternatives, or if replacements are not available, we focus on reducing the use of these products.

PLEDGE OF ALLEGIANCE

By law, schools are required to recite the Pledge of Allegiance at least once a week. At Falcon Heights, the Pledge of Allegiance is recited every Monday or the first school day of the week. Students will be allowed to opt out and expected to be respectful.

SCHOOL SUPPLIES

A list of school supplies is available on our school's web site and available upon request.

SNACKS

Students are welcome to bring a snack to school daily. The intent of the snack break is to refuel the body and mind for optimum learning. Snacks with high sugar content do not provide the body with the sustainable energy needed to learn; whereas, snacks in high nutritional value (protein, nutrients, minerals, fiber) will sustain the body and mind longer.

Discouraged Items: cookies, chips, candy, doughnuts, sugar drinks.

Encouraged Items: fruits, veggies/dip, hummus, crackers, cheese, GoGurt, applesauce, trail mix, raisins, dried fruit, pretzels, granola bars, graham crackers and fruit cups.

BIRTHDAYS

Healthy kids learn better. In order to align with federal mandates that aim to provide the best learning environment possible and support student

achievement, the school district made changes to its wellness policy that have gone into effect in all Roseville Area Schools.

As per district policy, birthday celebrations will not include food or drink. Parents/families are asked to NOT send birthday treats with their student to school. The guidelines help students avoid unhealthy snacks while still providing plenty of room for tradition and fun.

An important goal at Falcon Heights is to help each student be sensitive and responsive to the needs and values of others. To be consistent with this goal, it is asked that parents do not send birthday invitations to school. Please use another method of communication that does not involve the school setting. This request is made in order to protect the feelings of all the children.

AMERICANS WITH DISABILITIES ACT

If you as a parent/guardian require auxiliary aids for effective communication regarding issues of the district or the education of your child, please notify your building principal at 646-0021 or Human Resources, ADA Coordinator at 651-635-1611 (TDD#) 651-635-1648.

NON-DISCRIMINATION

It is the practice of the Roseville Area Schools not to discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, or disability in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973 and Minnesota Statute 363.03. Inquiries regarding compliance with this practice may be directed to Human Resources, Title IX Officer, at the District Center, 1251 West County

Road B2, Roseville, Minnesota 55113, (651-635-1611) or to the Director of the Office for Civil Rights, Department of Health and Human Services, Washington, D.C.

VISITING SCHOOL

Parents are encouraged to visit Falcon Heights! At the same time, the staff needs to attend to students and complete related tasks. Keeping both needs in mind, we ask that you please comply with the following procedures when you visit a classroom:

- Schedule a visit or conference in advance.
- Check-in at the office before proceeding to the classroom.
- Enter the room and sit in the designated area.
- Limit your visit to 30 minutes.
- Avoid engaging the teacher in a lengthy conversation during the visit.
- No more than two parents per room, per visit.

LOBBY BULLETIN BOARD

A portion of the lobby bulletin board is available for community use. Thus the school or district does not necessarily support items displayed on this board. Items may be posted if they meet the identified criteria.

- Pre-approved by the district or office.
- Match our district and school mission, vision and values.
- Will not create a distraction.
- Are associated with a nonprofit individual/group.
- Come from within and pertain to our community.

SHARING INFORMATION

Various state and federal laws govern the Roseville Area Schools with respect to the release of information about our students. This means that we may discuss a child only with the child's parents or with individuals within the district who have a need to know. Without written parental permission, we cannot discuss a child with a stepparent, grandparent, other family member, or daycare provider even if they are in the same household.

Occasionally, a custodial parent will ask us not to communicate with the non-custodial parent. By law, both parents have access to educational information about their child unless there is a court order to the contrary. If a court order restricts or denies a parent access to school information, a copy of that order should be filed with the principal.

Please keep in mind while email is a convenient method of communication between home and school, it cannot be considered private.

Schools maintain an educational record for each student containing information that allows an effective educational program to be developed for each learner. Collection, maintenance, and release of student information is based on the idea that the welfare of the student and his/her family is primary and must be protected. The Family Educational Rights and Privacy Act (FERPA) gives parents/guardians and students over the 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

- The right to inspect and review the student's education records immediately or within 10 days of the day the school receives a request for access.

- The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.
- The right to file a complaint with the U.S. Department of Education regarding alleged failures by the School District to comply with the requirements of FERPA.

LOST AND FOUND

Lost and found items are collected and occasionally put out on tables. Please encourage your child to look there for any missing items. There is also a final walk-through of lost and found items prior to long breaks during the school year. Any unclaimed items are donated. To guard against lost articles, please label items with your child's first and last names. Items left on the bus can be claimed by calling Centerline Charter Corp. at 651-482-1794.

LOST OR DAMAGED SCHOOL PROPERTY

Students who lose or damage library materials, textbooks or other school property will be assessed a fine to cover the cost of loss or repair. The fine will be refunded if the book or other lost item is found later and returned. Families unable to pay the cost of the item are asked to contact the principal to make arrangements.

SCHOOL PICTURES AND YEARBOOKS

Lifetouch Studios will take individual and class pictures for all students in the fall. Picture retakes are taken a month later. Picture packages are available

for purchase. In addition, yearbooks are offered for purchase in the spring. Notices are sent home with students in the winter regarding yearbook sales.

School Services & Resources

PARAPROFESSIONALS

Falcon Heights hires paraprofessionals to help in the classroom and other areas of the school. Typical duties include such activities as tutoring individual students, working with small groups of students within the classroom to reinforce skills taught by the teacher, preparing instructional materials, and a variety of other tasks including playground, lunchroom, hall and bus duty.

HEALTH OFFICE

Supporting Falcon Heights is a part-time licensed school nurse and a full-time health assistant. At the beginning of the school year, a health and emergency form needs to be filled out by the parent for each student. It is essential to keep the school informed of changes in daytime telephone numbers, especially in the event of a medical emergency. If your child is to have any physical restriction such as not running during PE or recess, please send a doctor's note to school.

Sick Child Policy

If a child becomes sick during the school day, the following procedure will be followed:

1. Parent/guardian will be called to pick up child.
2. If parent does not answer the emergency contacts will be called.
3. If there is no response to the school within 45 minutes the police

may be asked to take the child to emergency foster home depending on time of day, severity of the condition, family's pattern of not being able to pick-up, etc.

Medication Policy

The medication policy of Roseville schools was developed using a state mandated policy as a guideline and is designed to protect students, parents, and school personnel. For the protection of our students, all medication will be stored in the nurse's office in elementary and middle schools.

A new medication form is required each school year.

Medication prescribed for more than two weeks that must be taken at school must have a permission slip signed by a physician or dentist and parent/guardian.

Prescribed medication to be taken less than two weeks requires written parental permission only.

All prescribed medicine must be in a pharmacy-labeled bottle. (Most pharmacies, when asked, will provide an extra container to be kept at school.)

Prescription label for school must include:

1. Student's name
2. Medication and dosage
3. Time of day (to take medication)
4. Doctor's name

Over-the-counter medication that is to be administered by school personnel should have a permission form signed by a parent/guardian.

The school nurse, at their discretion, may request a physician's order for over-the-counter medications, such as aspirin, antihistamine, cough medicine, etc.

Screening

Individual hearing screening of students will be done in kindergarten through third grade and sixth grade. Other students whose parents or teachers have requested a hearing screening will receive one. Students who fail the initial screening will be retested and tested for impedance (middle ear function). Parents will be notified of those students who fail their retest and will be encouraged to seek further professional evaluation. Please inform the school nurse if you have concerns about your student's hearing.

All students will be screened for vision. Those failing will be rescreened at a later date. Parents will be notified of students who fail the prescreening and will be encouraged to seek further professional evaluation. Color vision screening is done on all kindergarten and fourth grade students or as requested by parent or teacher.

INFORMATION CENTER (LIBRARY/MEDIA)

Located in the center of the school opposite the main entrance is the Information Center. The learning area provides seating for several classes and a storytelling/teaching area.

The Information Center is a "library" of print and non-print resources reflecting the curriculum and society in general. The center houses 25,000 titles, 33 periodicals, the Minnesota collection, a complete reference section, and numerous online resources including magazine and newspaper articles from around the globe. A part-time media specialist and a media tech assistant support the wide variety of student learning activities that occur there.

Students may come as individuals, in small groups, or with their classes to the Information Center daily to select books for pleasure reading, to search

for information, to develop information skills, and to utilize computers with the assistance of the Information Center team. Fostering a love of reading is a school goal strongly supported by our classroom teachers, principal, staff, and parents.

The Information Center's local area network (LAN) provides a file server that allows students and staff to save their documents in personal folders as well as access the center's collection from any computer in the school. The Roseville District's wide area network (WAN) permits students' supervised access to a world of information through the internet on most of the school computers. From home computers, students may access school and district home pages to utilize pre-selected sites and resources.

The Information Center has Apple computers, Chromebooks and iPads, which can be used in classrooms.

Students are able to create a variety of multimedia presentations and illustrated documents through the use of technology. Technology encourages student to access, process, produce, and communicate information in a variety of ways, as they become lifelong learners and problem solvers.

*See page 19 for Internet "Acceptable Use Practice."

ADVANCED ACADEMICS AND TALENT DEVELOPMENT (AATD)

Students in the Roseville Area Schools come from a variety of backgrounds and have a wide variety of academic needs. The classroom teachers provide curriculum enhancements for students, who have exceptional academic needs beyond the regular curriculum, through differentiation of the curriculum. In addition, students may participate in enrichment program services. Students are provided information regarding

metro area enrichment programs and summer enrichment opportunities in the metro area, including North Suburban Summer Academy.

Students are identified as gifted and talented during the school year by meeting district-wide criteria, which included teacher screening, parent survey information, student interview, group ability testing and individual ability testing. Students are informally identified for services in grades 1-3 and formal identification takes place during third grade. Formal identification placement takes place in grades 4, 5 and 6. Placement recommendations are completed by the end of the school year for placement in the upcoming school year. To contact Falcon's AATD lead teacher call the school office.

SPECIAL EDUCATION

Resource programs are available at Falcon Heights for students with various special needs requirements. These programs include special support for students with physical, learning, and/or emotional disabilities. State and federal laws provide definite guidelines for the administration of these programs, as well as specific eligibility criteria that a student must meet prior to admission.

Falcon Heights also employs a speech/language clinician. This specialist works with students having speech or language disorders severe enough to negatively affect their ability to benefit from classroom instruction.

Evaluation of a student for admission into any of these programs begins with classroom interventions, meeting with SAT (student assistance team) before moving on to evaluation by the special education staff to determine eligibility.

SCHOOL PATROL

We have an outstanding group of student leaders who help the bus driver

safely transport students to and from school, escort kindergarten students to and from the buses at school, help at parent pick up, crossing guards and lead walking lines to help cross the streets safely.

FRIENDSHIP CONNECTION

The Friendship Connection Program provides before and after school care for children in kindergarten through grade six. It is open year round, closing only for major holidays. It operates five days a week, Monday through Friday, from 6:30 a.m. – 6 p.m. All-day care is provided when school is not in session. Drop-in care is available as space is available. For more information call 651-724-6537.

ROSEVILLE COMMUNITY EDUCATION

Through Roseville Community Education, Falcon Heights Elementary School provides classes, activities and special events for all ages that promote lifelong learning and growth. These learning opportunities take place before and after school, evenings and weekends, non-school days or occasionally daytime if held elsewhere in the community.

PARENT ORGANIZATION AND ACTIVITIES

Parent/Teacher Association (PTA)

The Falcon Heights Parent/Teacher Association is very active at Falcon Heights. The PTA provides support to the school through volunteer programs such as the Mentor Program, by providing classroom resource funds for classroom teachers, and by providing many special programs and projects throughout the school year. The Fall Open House, Family Fun Night, and many fine arts programs are examples of the ways the PTA contributes to the educational experience of students at Falcon Heights. We encourage you to

join us and become an active participant in your child's education.

PTA Fundraisers

- Designate Our School. If a retailer including online (example, AmazonSmile) offers a program that gives a percentage of your purchases to the school of your choice, choose our school!
- Save Aluminum Cans. Don't put pop cans out for recycling – bring them to school instead. Drop the cans off in the garage at the door marked Aluminum Can Recycling. PTA volunteers bring the cans to a recycling center to earn cash for school. PLEASE EMPTY CANS! And please remember – aluminum cans only. Pop tabs can be turned into the school as well for the Ronald McDonald House.

Parent/Community Volunteers

Parent volunteer work at Falcon Heights is both encouraged and appreciated. Parents are utilized in a number of areas, both within individual classrooms and in various resource areas of the school. Classroom teachers request parent help, as they need it. The following is a list of some of the areas in which parent help is utilized:

- Many teachers also use parent/senior volunteers within the classroom on either an occasional or ongoing basis to assist individual children.
- The media center volunteers help to keep the information center functioning smoothly, thus allowing the media specialist to spend her time on professional duties.
- During the school year there is also a need for volunteers for one-time jobs. Examples: Fall health screening, school pictures, or simply

a special project that may arise.

- Various resource teachers, such as the physical education and art teacher frequently need help, as do the staffs of both the office and cafeteria. This list is not complete. As a general rule anyone having time or special abilities to share with the students is highly encouraged to become involved within the school. Please contact the Falcon Heights' office staff or individual teachers for further details. All parent volunteers are requested to sign-in the main office before reporting to the area in which they are to work.

Our volunteer reading coach program gives you a chance to share your love of reading with students who need an extra boost in their reading skills. Volunteers work with individual students one half hour per week throughout the school year. The student's teacher will provide materials that you will be using with your student. Training is provided.

Academics

HOMEWORK

Home study is often a necessary part of each pupil's educational program. Each student may be expected to spend some time in addition to scheduled class instruction to achieve satisfactory work.

If your child is absent and you would like to request work to be sent home, please phone the school office before 11 a.m.

CURRICULUM

The curriculum taught at Falcon Heights has been adopted by the Roseville Area Schools Board of Education, and is uniform throughout the district. All

texts used are reviewed and evaluated approximately every seven years on a rotating basis. The curriculum for the Roseville Area Schools incorporates recommendation from National Curriculum Organizations, Best Practice, New Standards for Teaching and Learning in America's Schools Instructional research, the State of Minnesota Department of Education.

Art

Students participate in art weekly. The teacher is an art specialist and follows a district curriculum as well as reporting progress to families when report cards go home. Art education encompasses history, culture, aesthetics and critical thinking. Art isn't just a product it is a process.

Health

The "Great Body Shop" has been adopted as their source for teaching our health outcomes. The general health outcomes are:

1. Understand how we grow and mature: physically, mentally, emotionally and sexually
2. Develop healthy behaviors and practice: nutrition, exercise, healthy attitudes, wellness and basic hygiene
3. Increase personal safety: disease prevention, chemical prevention, and safety in physical environments and in relationships
4. Build healthy, productive relationships
5. Learn and practice reflective thinking, planning, and communication skills regarding health and wellness issues.
6. Learn about health and wellness

issues in a manner that shows respect for self and others, values families, and builds personal responsibility.

Mathematics

The mathematics program teaches children not only to find correct answers but also to understand a variety of ways to think about mathematics and to determine answers. Students learn that mathematics includes exploring, investigating, reasoning logically, communicating effectively, and using a variety of mathematical methods to solve problems with confidence. A variety of resources and manipulative materials are used in a way that promotes long-term success in mathematics. Problem solving, estimation, patterns, number sense, geometry, statistics, probability, measurement and computation are studied at each grade level. Knowledge of basic facts and computational procedures is expected. For specific mathematics outcomes see the district mathematics outcomes document.

Falcon Heights' math instruction focuses on one of the district adopted math curricula. The kindergarten through fifth grade curriculum is My Math by McGraw-Hill Education. The math curriculum for grades 6-8 is STEM (Success Through Exploring Mathematics) by McDougal Littell. Falcon Heights sixth grade implements a Flipped Math approach.

Music

Music specialists teach classroom and instrumental music. Vocal music uses singing and a wide range of other activities to introduce students to the world of music and note reading including the recorder in fourth grade and the guitar in sixth grade. Band (grades 5 & 6) and orchestra (grades 4, 5, & 6) are offered during the school day

through small group lessons and large group rehearsals. Summer music camp provides instrumental music students from grades 4 through 8 an exciting and fun way to improve their playing skills with peers from across the school district. Performance opportunities for both vocal and instrumental music include school concerts and district-wide festivals.

Physical Education

Students in grades K-6 participate in physical education with the physical education specialists. The curriculum emphasizes developing basic physical skills and encouraging physical fitness through the use of a variety of activities including games, dance and gymnastics. No special clothing is required for physical education except non-slippery, soft-soled shoes that have a minimum of four holes of laces over the instep.

Literacy

Literacy includes reading, writing, and oral communication as detailed in the MN standards in reading and language arts, as well as district outcomes.

The literacy program maintains strong alignment to expected content in each grade while also advancing our district's strong focus on equity. The program emphasizes a gradual release of responsibility from teacher to student. Skills first are taught explicitly by the teacher then often are practiced together in cooperative settings, with students practicing independently only after strong initial support has been provided. This approach helps to ensure a high likelihood of success for all students.

Students read a wide variety of fiction, nonfiction and poetry across a range of genres. Nonfiction selections are aligned to national science and social studies standards. Selections become

more varied as students advance through the grades. Writing instruction aligns to reading, with students often learning to write the same genre as they are studying in their reading groups. Students are taught to write in a variety of forms through a process approach that includes pre-writing, revising, editing, and publishing.

Spelling, grammar, and usage are taught both through specific lessons that help students expand their skills, as well as through applied activities like process writing. Greater emphasis is given to applied/embedded activities as students advance through the program, although specific skills lessons are part of instruction at all grades.

Student motivation is fostered through the varied tests and activities students complete throughout the program. Students have ongoing opportunities to talk about their learning, and to read, write, and think critically throughout their K-6 experiences.

Science

The elementary science program, emphasizes scientific thinking skills. Life, earth and physical science concepts are studied at each grade level using engaging, hands-on materials. Listed below are the units for each grade level.

Social Studies

The social studies curriculum, TCI/ Northern Lights, taught from a multicultural perspective, includes the following areas of focus:

- Kindergarten: Me and My World
- Grade 1: My School and Family
- Grade 2: My Community
- Grade 3: Our Community and Beyond
- Grade 4: Regions of our Country

- Grade 5: America's Past
- Grade 6: Northern Lights

Also addressed is the study of current events, map skills, and graph reading. Social studies instruction includes the use of a variety of print and non-print materials and is often integrated into multidisciplinary learning with reading, art, music, math and other curricular areas.

TESTING

Minnesota Comprehensive Assessment (MCA)

All grades 3-6 students must be tested with the Minnesota Comprehensive Assessments (MCAs).

Minnesota Statutes, section 120B.31, subdivision 4a was revised in the 2017 legislative session. As a result, MDE has updated its Parent Guardian Guide to Statewide Testing and Refusal to Test Form. The guide and form have now been combined; the updated document is attached (Appendix C).

What is the purpose of the comprehensive assessments? The purpose of these assessments is threefold: 1) provide information for system accountability; 2) provide information about instruction against state standards; and, 3) fulfill statewide testing requirements for grades 3, 4, 5, 6, 8 and 10.

For the statewide testing, all students will take the tests. There is no minimum score required for individual students. The results of these assessments will be used for school and district accountability.

What are the MCAs? The Minnesota Comprehensive Assessments are custom-designed, criterion referenced tests based on the state learning standards at the primary and intermediate levels. The mathematics

and reading tests contain multiple-choice items. The tests are untimed. Schools will be advised to schedule test sessions of 60-90 minutes total time per subject. The reading and mathematics tests will be divided into two sections and all MCA tests are taken on the computer.

Who will take the MCA? The statewide testing is mandated for all students in grades 3, 4, 5, 6, 8 and 10. Exemptions from the state wide testing requirement are only permitted with parental approval for those very few students whose IEP or 504 teams determine that the student is incapable of taking the statewide tests. Students MAY be exempted if they are incapable of taking a statewide test. This should occur if the student is incapable due to a total lack of cognitive ability to participate in learning within the subject area.

When will the MCA be given in our school? The MCA testing window is scheduled for end of March to mid-May.

What is the content of the tests? Reading (grades 3-6), math (grades 3-6) and science (grade 5 only).

What is the passing score for the MCA? Individual student scores on the MCA will not be used for graduation or grade promotion. Rather, these tests are designed to evaluate instruction of the state's learning standards. A student's score is based on how well he/she mastered the subject area content and communicate what a student knows and what he/she is able to do as defined in the high standards.

Formative Assessment System for Teachers (FAST)

All K-6 students will participate in FAST - Formative Assessment System for Teachers. See fastforteachers.info for more information.

Other Assessments

EarlyReading screener will be administered to K-1 – 12 subtests total, four key subtests derived from the latest research are suggested per benchmark period, (fall, winter, spring), varying over time. They provide a trusted, insightful composite score indicating students' readiness or risk.

CBMReading will be administered grades 1-6 - Curriculum Based Measurement of Reading is a simple, efficient, evidence-based assessment used for universal screening in Grades 1 through 6, and progress monitoring.

aReading and aMath – Computer Adaptive Tests will be administered in about 15-30 minutes. They are both a simple, efficient computer adaptive measure of broad reading and math that is individualized for each student.

FORMATION OF CLASSES

Near the end of each school year, Falcon Heights staff work on assigning students to classes for the next school year. Placement teams consist of grade level teachers, specialists, special education educators, support staff and the principal.

The process for developing class lists for the coming year is quite extensive. Careful attention is given to the placement of each child into a learning group. We will work together to create balanced, heterogeneous classrooms using factors of effective instructional groups, student-to-student relationships, student to adult relationships, and equity.

Teachers have been asked not to discuss placement with individual families, and we do not accept parent/guardian requests. We are asking that you trust our staff to place your child(ren) in a class where their needs will be best met.

Thank you in advance for respecting the integrity of this process. We want parents and guardians to know that all of our children are valued equally as precious members of our learning community. We are confident in the professionalism of each of our teachers and their ability to provide quality teaching and learning for all.

PARENT-TEACHER COMMUNICATIONS

Communication between parents, teachers, and administration is strongly encouraged at Falcon Heights. A parent may request a personal conference

with any member of the Falcon Heights staff at any time, either by calling the school or sending a note with their child. Teachers may also initiate these conferences. There are a number of other ways in which the school communicates with parents on a regular basis. Below is a chart that outlines the reporting model that we use at Falcon Heights for grades K-6.

The Bird's Word

"THE BIRD'S WORD" is our building-wide newsletter and it is sent home via email and posted on the website the 1st & 3rd Thursday of the month. It contains general news and current information about the school and various classes.

Release of Information

If you believe it is beneficial for staff at Falcon Heights Elementary School to communicate directly with someone who is not a biological parent of your child, please contact the office so we can supply you with a form that would allow us to honor your request. Complete the form by listing the individuals that you want us to visit with regarding your child's progress and needs. Your approval of this list would legally allow us to hear and share

WHEN	ACTIVITY	LENGTH	PURPOSE	LOOKS LIKE
September	Connections Night	45 minutes	Overview of year	Teacher Presentation
September/October	Conference	20 minutes	Info gathering	Parent/Child Tell teacher
Fall	Open House	1 1/2 hours	Visit child's room	Informal drop-in
December	Report Card ONLY		Info to parents	Send home
January	Mid-term	(as needed)	Info to parents	Send home
January/February	Conference ONLY	20 minutes	Reporting/ Goal setting	Parent/child/teacher
April Mid-term		(as needed)	Info to parents	Send home
June	Report Card ONLY		Info to parents	Send home

information about your child without you being present. If that is your wish, you also need to sign and date this form. This release of information arrangement will stay in effect until you inform us otherwise.

Technology Acceptable Use Procedures and Policy (AUP)

I understand many important educational resources are accessed using school technology.

I will use technology in schools for educational purposes only. The school has a right to monitor my use of school technology.

I will use respectful language and behavior while using school technology.

I will be mindful of school resources by printing only what is absolutely necessary.

I will not give out personal information about myself or anyone else while using school technology.

I will not look at, download or communicate any material that is obscene, vulgar, sexually explicit or offensive in terms of race, ethnicity, sex, or religion. I will tell a teacher if I come across any information that is inappropriate or makes me feel uncomfortable.

I will never access, remove, change or harm another person's files.

I will not use another person's system or password.

I will follow all laws and school rules when I use school technology.

I will give credit when I use another's work, whether it is from a book, the

Internet, or elsewhere.

I will use the Internet at school only with permission from a present, supervising adult.

I will be respectful of and responsible for all school technology I use, leaving it in good working order, organized and ready for the next person.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Posted May 2018

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us) (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](#) (Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

Students' Rights & Responsibilities

Policies help clarify the school district's responsibilities for important issues. The following section on Student Rights and Responsibilities provides information on data privacy, access to student information, and student attendance policies. Helping our students understand their responsibilities for proper behavior, as well as their rights to be educated in a safe and secure educational environment, is important to all of us.

The district also maintains policies on subjects such as student transportation, hazing, bullying, visitors, and harassment and violence. You will find copies of all these policies at isd623.org/schoolboard. If you have a question concerning this information or district policies, contact the building principal or the Office of the Superintendent at 651-628-6452.

DATA RECORDS AND PRIVACY

Roseville Area Schools collects, maintains, and releases information about students and their families only for legitimate educational purposes including instruction, guidance, and research as provided in federal law and state statutes.

Collection, maintenance, and release of student information in Roseville Area Schools is based on the premise that the welfare of the student and his/her family is primary and must be protected.

Procedures for the collection, maintenance, and release of student personnel data shall be specified and be regularly reviewed to assure that such data is safeguarded and the privacy of the individual is maintained.

The policy and procedures regarding

the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C., § 1232, et seq. (Family Educational Rights and Privacy Act) 34 C.F.R., Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat., Chpt. 13 and Minn. Rules Pts. 1205.0100 to 1205.2000.

DIRECTORY INFORMATION

Directory information in Roseville Area Schools generally means information contained in the education records of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information shall include:

- Student's name
- Parent/guardian name
- Grade
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of enrollment
- Degrees and awards received
- Pictures for district-approved publications, webpages, social media, local media and local cablecasts

Directory information does not include identifying information on a student's religion, race, color, social position or nationality.

This information will be public information that the district may disclose from student records without consent. In order to make the directory information listed above private, the parent/guardian must make a written request to the principal by October 1 of each year.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against people with disabilities by ensuring equal access and opportunities for participation.

Roseville Area Schools has the responsibility to provide reasonable accommodations for an individual who has a mental or physical impairment that substantially limits a major life activity. Discrimination against any person with a disability is not permitted in any of the programs or practices of the school district. For more information, please call the Student Services Department at 651-635-1608.

ROSEVILLE AREA SCHOOLS' BULLYING PROHIBITION POLICY POLICY 508 NOTIFICATION

Roseville Area Schools has revised Policy 508-Bullying Prohibition to comply with the requirements of the Safe and Supportive Schools Act, MN Statutes 121a.031. This policy assists the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other prohibited conduct.

Bullying means: repeated intimidating, threatening, abusive, or harming conduct that substantially interferes with a student's educational opportunities or performance, ability to participate in school functions or activities or receive school benefits, services or privileges. This includes cyberbullying. Cyberbullying is the use of technology or other electronic communication transmitted through a computer, cell phone or other electronic device to bully.

No teacher, administrator or other employee of the school district will knowingly permit, condone or tolerate

bullying. The school district will investigate complaints of bullying by students and take appropriate action against any student who is found to have violated this policy.

To see the complete Bullying Prohibition Policy 508, refer to the district webpage isd623.org/our-district/school-board/district-623-policies.

SCHOOL ATTENDANCE K-12

It is the position of Independent School District No. 623 that regular school attendance is directly related to success in academic work, benefits students' emotional and social development, provides opportunity for important communication between teacher and student, and establishes regular habits of dependability important to the future of the student. Consequently, the following attendance policy is intended to be positive and not punitive.

Responsibilities

This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending classes regularly to meet their academic responsibilities.

Student's Responsibilities

- It is the student's right to be in school.
- It is the student's responsibility to be familiar with all the procedures governing attendance.
- It is the student's responsibility to attend all assigned classes every day that school is in session and to follow the correct procedures when absent from an assigned class.
- It is the student's responsibility to complete any assignments missed due to an absence.

Parent or Guardian's Responsibilities

- It is the responsibility of the student's parent or guardian to ensure that the student attends school and to understand the school's attendance procedures.
- It is the responsibility of the student's parent or guardian to accurately inform the school, in a timely manner, of the reason for a student's absence.
- It is the responsibility of the student's parent or guardian to work collaboratively with the school and the student to improve student behavior as to school attendance.

Teacher's Responsibilities

- It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class.
- It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.
- It is the teacher's responsibility to have an effective system in place so that any student who has been absent can obtain missing assignments.
- It is the teacher's responsibility to work collaboratively with the student's parent or guardian and the student to address any attendance issues that occur.

Administrator's Responsibilities

- It is the administrator's responsibility to require that students attend all assigned classes and study halls.
- It is the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.
- It is the administrator's

responsibility to receive and maintain accurate records on student attendance.

- It is the administrator's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.
- It is the administrator's responsibility to inform parents and students annually of the need for regular school attendance and of the regulations, procedures, and implementation plan for this policy.

Requirements

In accordance with the regulations of the Minnesota Compulsory Instruction Law, Minnesota Statutes Section 120A.22, the students of District No. 623 are required to attend all assigned classes every day school is in session unless the student has a valid excuse for being absent, has been excused by the school board because the student has met all state and district graduation requirements, or has been directed by the school district not to attend school for a specific amount of time.

STATE LICENSING

Parents/guardians may request and the district must provide on request information about whether the student's teacher(s) meet state licensing approval for the grade and subject being taught, is teaching with a waiver, has certification for the field being taught, and/or the qualifications of any paraprofessional providing instruction.

Roseville Area Schools Belief Statement

Roseville Area Schools believe an equitable district-wide student behavior policy will contribute to the quality of a student's educational experience and safety. This discipline policy is reviewed yearly as part of revising this student handbook.

Behavior Expectations

To ensure quality education for all, Roseville Area Schools students will:

- Treat all students and staff with respect.
- Be on time to all classes.
- Come to all classes prepared for the day's activities.
- Participate in all classroom activities in a positive manner.
- Do schoolwork as assigned, be honest with yourself and others about your work.
- Know and follow school and classroom rules.
- Respect the right of all students to receive an education.
- Respect all school property, and the property of others.
- Keep the entire school building and grounds clean.

RAS Rules of Conduct

Unacceptable behavior is subject to response. This applies to all District 623 students at school, on school grounds, at school-sponsored activities, on a school bus, and at school-related events. When an individual is asked to supply private or confidential data about himself/herself, the Minnesota Government Data Practices Act requires the individual be informed of: Purpose for collecting the data and intended use of the data.

- Whether the individual possessing the data may refuse or is legally required to supply the requested information.
- Any known consequences arising from supplying the data or refusing to supply the data.
- The identity of other persons or entities authorized by state or federal law to receive the data.

The building administrator will exercise their professional judgment in determining an appropriate response. Staff responses for acts of unacceptable behavior may include any or all of the following, but are not limited to:

- Restorative practices
- Student conference
- Parent/guardian contact
- Parent/guardian conference
- Removal from class or activities
- Suspension from co-curricular activities
- In-school monitoring
- Loss of school privileges
- Modified school program
- Referral to in-school support services
- Referral to community service or outside agency services
- Assignment to another learning program or school
- Suspension under Pupil Fair Dismissal Act
- Expulsion under Pupil Fair Dismissal Act
- Exclusion under Pupil Fair Dismissal Act
- Reference to police or other law enforcement agencies for criminal action
- Petition County Court for juvenile delinquency adjudication penalties according to the bylaws and rules of the Minnesota State High School League
- Mediation
- Fine assessed

Repeated violations may result in greater level of consequence. Administrative responses are recorded in the district's student database (Synergy).



Why Use Restorative Practices?

Roseville Area Schools believes that the creation of a restorative culture in our schools holds significant promise as a means to achieving safe, culturally respectful, equitable and just learning communities. Restorative practices are defined as a way of being in community that focuses on continual building and maintaining of relationships. Through direct participation and communal decision making (students, staff, families, and community members) social norms and behavioral boundaries are identified and reinforced. To this extent, Roseville Area Schools will be exploring and implementing community building and relational practices where:

- Harm done to the community and/or relationships is addressed in a constructive and humane way that rebuilds and strengthens instead of creating or increasing a divide. Therefore, when community norms and expectations are broken, there is acknowledgment that this results in real harm to relationships and the community. When possible, responses will seek to repair these relationships while holding those involved to a high level of personal accountability and providing a high level of support to ensure that needs and responsibilities are met without creating further harm, alienation, or exclusion.
- It is acknowledged that as people we are more cooperative and more likely to make positive changes as those in positions of authority do things with us, rather than to us or for us. Therefore a restorative culture allows parents, students, and educators to act and view themselves as leaders in creating the school environment they wish to see.

- It is recognized that other approaches to school climate and discipline have not consistently worked to build safe learning environments, have created racial disparities in discipline responses, and have fostered a culture of blame that is harmful to the social fabric of our schools and communities. Problems related to discipline and safety in our schools can only be solved when all members of these communities are willing to share their experiences, take responsibility and work together to identify solutions.

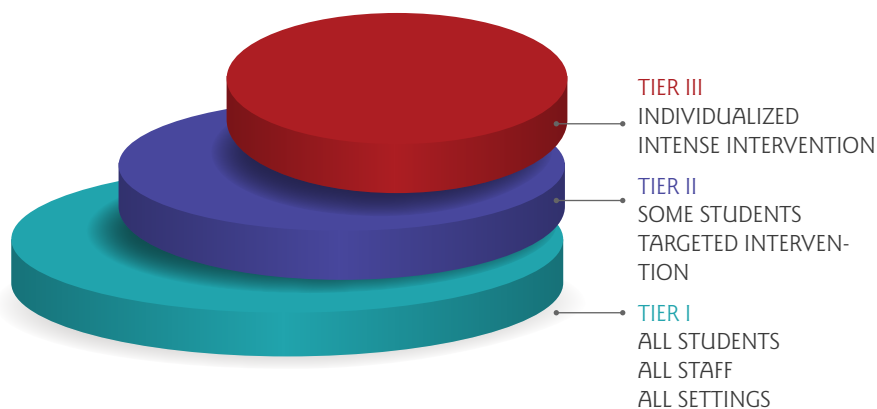
School-wide Tiered Behavior Support

One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results

(personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Why is it so important to focus on teaching positive social behaviors?

In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.



Important District Policies to Know

At right is a summary of important school board policies regarding student behavior and ensuring a safe and positive learning environment for all our learners.

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age and physical appearance.

400P	Acceptable Use
416P	Harassment and Violence
504P	School Attendance
508P	Bullying Prohibition ; Bullying Report Form
520P	Student Discipline
544P	Hazing
584P	Collection, Maintenance, Use and Release Student Data

Visit isd623.org for the district's policies

Tennessean Warning to Parents and Students

PARENTS ARE ADVISED THAT: Students attending school in the school district will be asked to supply information to school personnel. Examples of such information requests include homework assignments, test questions, and questions during the course of classroom activities.

- The information will be collected by the school district in order to evaluate the student's current level of performance with respect to his or her education program, to maintain discipline within the school, and to determine the student's needs and preferences relating to his or her education program.

- Students are not required by any law or regulation to supply data. However, the school district expects and requires that students will participate fully in their educational program by completing homework assignments and tests. Moreover, the student's refusal to supply data may prevent the school district from assessing the student's needs and incorporating the student's preferences into the student's educational program. Refusal to supply information used to evaluate a student, including homework assignments and tests, will result in a failing grade being given for the assignment. Continued failure to supply information will result in a

failing grade for a particular course, and a failing grade for the year. Refusal to supply information to a school district employee investigating an alleged rule violation may result in action being taken without benefit of information the student could have provided.

- Data collected will be provided to school personnel having a legitimate educational interest in obtaining access to the data, and to state and federal authorities having statutory rights of access to the data.

Levels of Intervention for Behavior

LEVEL 1

Teacher Managed Response

An Office Discipline Referral would not typically be completed at this stage. These responses aim to change the factors surrounding the negative behavior and will be addressed by the teacher. A teacher may tailor a response to a particular situation.

- Classroom based responses (redirection, reminder, break)
 - Restorative practices for a behavior
 - Loss of privilege connected to the infraction (e.g., assigned seat)
 - Family contact in possible collaboration with student
 - Collaboration consultation with support staff (counselor, teacher assistant, case manager)
-

LEVEL 2

Teacher Initiated Response with Office Support •

A Discipline Referral would be created in this situation but would include **ongoing Level 1 interventions**. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior.

- Temporary classroom removal
 - Detention (additional time in a specific location)
 - Home visits
 - Informal and/or preventative school-based mentoring
 - Family/team meeting
 - Individualized Educational Plan meeting (if applicable)
 - Restitution
-

LEVEL 3

Administrative Responses

A Discipline Referral would be created in this situation and the administration would coordinate interventions. These responses are designed to engage the student's support system and reinforce appropriate behavior. The goal of these responses is to alter the targeted behavior without removing the student from the school and **may include Levels 1 & 2 interventions**. These responses may include short-term removal of a student from certain school environments and focused on targeted reentry in a short duration of time.

- Classroom removal
 - In-school suspension
 - In-school intervention
 - Collaboration with community based organization
 - Involvement of school resource officer for educational purpose
-

LEVEL 4

Administrative Support and Removal Options

Immediate notification will be made to the office at this level. Administration will be working to collect information and make a determination for behavioral response. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Restorative Practices
- Loss of privilege/removal from extracurricular activities
- Involvement of the school resource officer
- Manifestation Determination
- Classroom removal
- Suspension
- Transition Plan
- Referral to alternative educational setting
- Recommendation for expulsion

Behavioral Responses

Behavioral Contract	This is the use of a formal plan designed by the school staff to offer positive behavioral interventions, strategies and supports.
Check In/Check Out	A formal process where a student meets with a school staff member on a regular basis.
Classroom-based Responses	This is teacher directed behavior to prompt a student to reflect on the target behavior using strategies in the classroom such as taking a break, time out, student-teacher conference, redirection, seat change, calling home, loss of classroom privilege, letter of apology, and/or re-teaching expectations.
Classroom Removal	This practice has two different levels. The lowest level is removing a student from the classroom for a period of time less than a full class period. This may look like going to another classroom for a time out. The second level is removing the student from the classroom for a period of time not to exceed three class periods without administrator involvement. The student is given class work to complete in an alternate location.
Community Service	This practice turns the focus of the behavior remediation to a restorative practice to strengthen the school or area community.
Conflict Resolution	In this behavioral response, a team of individuals meets to discuss and train around the conflict that arose related to the behaviors. This team may include students, parents, staff, and/or administrators.
Detention	This practice is having the child report to a designated space outside of typical class time periods (before school, during lunch or recess, after school, on the weekend or during a free period during the school day) for a set period of time.
Dismissal	The child is removed from the school setting for a period of time less than one full school day.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the expulsion date.
Loss of Privileges	This is the process of temporarily denying a student a privilege related to school and or school events.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Referral to Alternative Learning Center	Recommending a student to a building administrator(s) for placement in an alternative education program.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, plan to repair harm or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Students and families will be expected to follow the school's re-entry process upon returning from suspension.

Behavior Response Matrix

Lowest level should be considered first, followed by progressively more intensive interventions.

BEHAVIOR	RESPONSE			
	LEVEL 1 Classroom and Support Responses <i>(teacher coordinates intervention, no office discipline referral)</i>	LEVEL 2 Classroom and Support Responses <i>(teacher coordinates intervention, partners with office, office discipline referral required)</i>	LEVEL 3 Support, Administrative Responses <i>(teacher initiates intervention, office coordinates intervention, office discipline referral required)</i>	LEVEL 4 Support, Removal Responses <i>(office coordinates intervention, may include removal, office discipline referral required)</i>
Academic Fraud, Plagiarism and Cheating	Plagiarism involves passing off other people’s work as your own. Any copied or plagiarized work will be reviewed and may result in a zero for the assignment and/or additional interventions.			
Acceptable Use of School Technology	Students must conduct themselves in a responsible manner while using the school’s technology. Computers and technology are available for educational use and the use of equipment is a privilege, not a right. Accessing or producing content including social media that is vulgar, racist, profane, violent, obscene, or pornographic is subject to disciplinary action. The school has a right to monitor/restrict use of school technology. Policy 400P - Acceptable Use			
Alcohol			Being under the influence.	
			Using or possessing alcohol.	
				Distributing/ selling alcohol.
Arson	Setting or attempting to set a fire or helping others to set a fire.			
Assault		Physical assault will be defined as an intentional act by one person that creates an apprehension in another of an imminent harmful contact. Assault may result in restorative measures, suspension,and/or the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.		
Attendance	If a student has unexcused absences or tardies, there are several possible intervention options that may be assigned by the classroom teacher and/or building administrator.			
Bullying		Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.		
		Materially, substantially interfering with another student’s right to learn or participate in school activities. This includes cyberbullying, the use of technology or electronic communication to bully another student.		
Bus Misconduct	Breaking any bus/school rules while waiting for, riding and/or leaving the bus.			
Display of Affection	The place for displaying physical affection is not at school or school sponsored activities. Please refrain from intimate behavior (kissing, embracing, touching parts of the body, etc.). Teachers and other staff members are instructed to correct students if their behavior is not acceptable.			

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Disruption to the Learning Environment <i>Includes, but is not limited to the actions listed in this matrix</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistently or habitually engaging in chronic minor behavior that distracts from the learning environment (i.e. talking out of turn, throwing small items, horseplay).			
	Engaging in moderate or serious behavior that distracts from teaching and learning and directly affects the safety of others; gang symbols, drawings/ messages or any type of display affiliation with an organization that is disruptive to the learning environment.			
	Possessing or using any object that causes distraction or safety threat.			
Destruction of Property	Causing accidental damage.			
	Minor destruction of property.			
		Causing intentional damage to property.		
Dress Code	It is the expectation that students dress in a manner that doesn't disrupt the school environment, nor cause a safety issue.			
Driving on school property		Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized transportation on school locations in such a manner as to endanger people or property is prohibited.		
Explosives/ Bomb Threat	Possessing any incendiary or explosive device, material, or any combination of combustible or explosive substances that can cause harm to people or property (i.e. firecrackers, smoke bombs, etc)			
			Detonating or possessing and/or threatening to detonate an incendiary device or material as described above.	
Fighting	Engaging in shoving, pushing, or otherwise being physically aggressive toward others.			
		Engaging in a fight.		
Firearms			Possessing a firearm as defined by school district/ state policy.	
Gambling	Gambling or any game played that involves the exchange of goods or money is prohibited at school.			
Harassment		Engaging in intentional actions on the part of one or more students that cause discomfort with identity in regards to race, color, national origin, gender, gender identity, disability, sexual orientation, religion or other characteristics, and that interfere with a student's ability to participate in or benefit from the school's educational programs.		
		Unwelcome sexual advances; requests for sexual favors and/or other inappropriate verbal, written, or physical conduct of a sexual nature; directed towards others.		
		Creating an intimidating, hostile, or offensive academic environment; substantially or unreasonably interfering with an individual's academic performance or otherwise adversely affecting an individual's academic opportunities.		
		Engaging in an inappropriate behavior of a sexual nature.		
		Engaging in intentional, negative action that significantly disrupts the rights of other students and/or school community member to learn and be safe.		
		Filming or recording in any manner the conduct or activities of other students or staff on district property or at district events without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.		

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Illegal Substances including Alcohol (use and possession)		Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.		
			Using or possessing (including paraphernalia) or being under the influence of illegal drugs.	
			Distributing or selling non-illegal drugs or look-alike substances.	
Inappropriate Use of Personal Electronic Devices	Using or displaying a personal electronic device that causes a disruption.			
Insubordination	Repeatedly or persistently defying or refusing to follow directions of teachers, staff or administrators.			
Other Firearms/ Weapons/Knives		Possessing, using, or threatening to use a look-alike gun or facsimile (i.e. water gun)		
			Possessing, using or threatening to use a non-firearm gun.	
			Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.	
				Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.
				Using or threatening to use, a knife or other implement as a weapon with an intent to cause serious bodily harm.
				Distributing or selling weapons.
Property Vandalism	Vandalism is damaging or destroying school property, property of staff members, or the property of others.			
Sexual Offense			A sexual offense is the physical act of aggression or force involving non-consensual sexual contact with another person.	
Tardiness	Arriving late to the assigned school location (class).			
	Persistently (more than three times) arriving late to class or school without an excuse.			
Theft	Taking or obtaining property of another without permission and/or knowledge of the owner.			
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.		
			Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement.	
Threats	Threats include threatening or intimidating behavior, verbally, written, or by gesture, which threaten the well-being, health or safety of any student or staff that disrupts the learning environment.			
Tobacco Possession and Use		Possession or use of tobacco products/items in any form by students and adults alike is prohibited.		

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Truancy	Being willfully absent from class without a lawful excuse for one or more class periods on seven different school days.			
Verbal Abuse	Engaging in verbal behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participating in a school sponsored event which would cause a reasonable person to have a reasonable apprehension that such harm is about to occur, or "fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in a personally abusive language inherently likely to provoke a violent reaction by the listener to the speaker is prohibited.			